THE PERSONNEL POINT OF VIEW AND THE ADMINISTRATION OF EXTRACURRICULAR ACTIVITIES IN NINE UNIVERSITIES

BY

ARLYN MARKS

A.B., Illinois College, 1934
A.M., University of Illinois, 1937
Ed.M., Harvard University, 1938

AN ABSTRACT OF A THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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IN THE GRADUATE SCHOOL OF THE UNIVERSITY OF
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The problem. In a number of colleges and universities in recent years considerable attention has been given to the development of programs of personnel work. The development of these programs is, in part, an expression of the personnel point of view which has been described by one author as a "philosophy of education which puts emphasis upon the individual student and his all-round development as a person rather than upon his intellectual training alone and which promotes the establishment in educational institutions of curricular programs, methods of instruction, and extra-instructional media to achieve such emphasis."[1] The administration of extracurricular activities has come to be regarded widely as one of the aspects of personnel work.[2] Thus the general problem is raised of whether the administration of extracurricular activities in colleges and universities reflects the personnel point of view.

The statement of the problem of this study is as follows:

To what extent has the personnel point of view been applied to the administration of extracurricular activities in colleges and universities—specifically in a selected group of large Midwestern universities known as the "Big Ten" schools?[3]

In addition to giving attention to the main problem, it has been necessary to consider two subproblems:

(*a*) *What is the personnel point of view as it relates to the administration of extracurricular activities?*

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[1] Cowley, William H. "The Nature of Student Personnel Work." *Educational Record* 17: 222; April, 1936.

[2] For example, see: (*a*) American Council on Education. *The Student Personnel Point of View.* Studies, Series I, No. 3. Washington, D. C.: the Council, 1937. p. 6. (*b*) Cowley, William H. *Op. cit.* p. 215. (*c*) Lloyd-Jones, Esther McD., and Smith, Margaret R. *A Student Personnel Program for Higher Education.* New York: McGraw-Hill Book Company, 1938. pp. 92-101, 165-189.

[3] The schools included in the study are the University of Illinois, Indiana University, the State University of Iowa, the University of Michigan, the University of Minnesota, Northwestern University, Ohio State University, Purdue University, and the University of Wisconsin. The University of Chicago was omitted from the study because it is in many ways atypical of this group of schools.

(*b*) *What administrative policies and practices should one expect to find where the personnel point of view has been applied to the administration of extracurricular activities?*

The treatment of the subproblems comprises the first part of the study, and the treatment of the main problem, the second part. In addition, brief attention is given to the type of administrative organization which, on the basis of the literature and the writer's experiences, seems the most likely to expedite the application of the personnel point of view in the administration of extracurricular activities in universities.

The term "administration of extracurricular activities" is used in the study to refer to the offices, boards, committees, and other provisions created for the purpose of dealing with individual students and groups of students in the area of extracurricular activities and to these dealings. The study is concerned only with the general area of extracurricular activities, and hence attention is not given to the provisions for dealing with specific activity groups —*e.g.*, to boards of control, special directors, faculty sponsors, and the like—except as reference to these provisions may clarify the general picture. Both "official"—*i.e.*, specifically authorized or assigned—dealings and those dealings initiated as individual enterprises are considered. The promotion of extracurricular activities is not generally considered since it is not usually included in the concept of administration.

Procedures. The first part of the study was essentially a library project in which attention was given to the literature in five areas: (*a*) the purposes of higher education at the undergraduate level; (*b*) general administrative policies and practices in higher education, particularly those relating to the administration of extracurricular activities; (*c*) general studies of extracurricular activities in colleges and universities; (*d*) personnel work and the personnel point of view; and (*e*) the personnel point of view as it relates to the administration of extracurricular activities at the college level. No attempt was made toward an exhaustive examination of the literature in the first four fields, but an effort was made to examine all the available literature in the last-named area; the extent of this literature was found to be limited.

In this part of the study a list of six criteria was developed to serve as a frame of reference for appraising the administration of extracurricular activities from the personnel point of view. These criteria relate to certain practices and procedures which

it is believed should be provided for in the administration of extracurricular activities if this institutional service is to reflect the personnel point of view. The development of these criteria was largely the product of this writer's thinking, but this thinking was guided by the writings of various persons and by his acquaintance with extracurricular activities and their administration at the University of Illinois and to a less extent at certain other institutions. In the process of developing these criteria there were a number of revisions, and before they were used in the second part of the study they had been examined by the writer's advisory committee.

The second part of the study involved the collection of data relative to extracurricular activities and their administration in the nine universities noted above and the appraisal of the observed practices with the six criteria as a frame of reference. Two sources of data relating to administrative policies and practices were utilized: (*a*) conferences with staff members involved in the administration of extracurricular activities in each of the nine universities; and (*b*) published data obtained from a variety of institutional publications, such as catalogues, statements of rules and regulations, handbooks, promotional and advertising materials, and unpublished reports which the individuals with whom the writer talked gave him or loaned him for the purposes of the study. At the University of Illinois the data were collected over a period of two years; several conferences were held with the dean of men and the dean of women. The dean of men made available his *Annual Reports to the President of the University* and other unpublished materials which greatly facilitated the study of administrative practices. In addition, considerable background information was obtained from a systematic perusal of the *Daily Illini.*

The investigations on the other eight campuses were somewhat more formalized because the information from each university had to be collected in a short period of time. The writer visited on each of these campuses at least one full day, and in some cases a day and a half or two days. Before the visit, the catalogue of the university was examined and an appointment was prearranged with an individual on each campus who, on the basis of the catalogue information, appeared to be most closely associated with the administration of extracurricular activities. These individuals directed the writer to other individuals who were interested in the

administration of extracurricular activities. Altogether, including Illinois, conferences were held with fifty-nine individuals;[4] typically these conferences lasted about an hour. The collection of data was systematized through the use of a data-sheet which had been developed for this purpose.

In order to make sure that the appraisal of each institution was based on correct information and inferences, the rough draft of the account was sent to a staff member involved in the administration of extracurricular activities in the respective universities (usually the dean of men, and in all cases someone with whom the writer had previously talked). Insofar as suggestions and corrections were made they were incorporated in the final drafts of these accounts.[5]

Several limitations with reference to the procedure employed should be noted. One relates to the setting up of the criteria used as a basis for evaluating the administration of extracurricular activities. Such a formulation necessarily represents judgments; the criteria are presented, however, as being logically consistent with the personnel point of view. A second limitation relates to the collection of information relative to the administrative organization and practices in the several institutions. Although no check was obtained on the completeness and validity of the information obtained (except that the accounts were read by someone in each

[4] The number of conferences on each of the campuses is as follows: University of Illinois, 3; Indiana University, 5; State University of Iowa, 6; University of Michigan, 6; University of Minnesota, 13; Northwestern University, 5; Ohio State University, 6; Purdue University, 5; University of Wisconsin, 10. The large number of interviews at Minnesota and Wisconsin is accounted for by the fact that these were the first two institutions visited for the purpose of collecting data and all the conferences were prearranged for the writer by someone on each of the campuses who was acquainted with the writer's study.

[5] The individuals to whom the reports were submitted and whose coöperation the writer wishes to acknowledge are as follows:

University of Illinois—Fred H. Turner, Dean of Men.

Indiana University—C. E. Edmondson, Dean of Men.

State University of Iowa—Helen L. Reich, Adviser to Student Organizations.

University of Michigan—Walter B. Rea, Acting Dean of Students (second semester, 1939-1940).

University of Minnesota—E. E. Nicholson, Dean of Student Affairs.

Northwestern University—Elias Lyman, Chairman, Board of Personnel Administration.

Ohio State University—Joseph A. Park, Dean of Men.

Purdue University—Martin L. Fisher, Dean of Men.

University of Wisconsin—Willard W. Blaesser, Assistant Dean of Men.

of the respective institutions), it has seemed that the data are sufficiently complete and valid to warrant the appraisal that has been made. A third limitation is concerned with the application of the criteria in making the appraisal. Again, the procedure necessarily involves judgments. It is believed, however, that the somewhat subjective evaluation is more appropriate in a situation of this kind than would be an appraisal involving a less subjective, score-card technique. Finally, there is the general limitation imposed upon the study by the lack of a standardized vocabulary in this field. Such a limitation, however, would apply to a study of any kind in this field.

The personnel point of view as it relates to the administration of extracurricular activities. The personnel point of view as it relates to the administration of extracurricular activities has been approached as an adaptation of the personnel point of view as it relates to education in general. Cowley's definition of this point of view has already been noted (see page 3). The points of emphasis of the personnel point of view as it relates to education in general may be pointed out as (*a*) the desirability of individualizing higher education, (*b*) taking account of the various factors that affect educative experiences, (*c*) developing and maintaining an interest in the student's all-round development, and (*d*) organizing institutional functions to achieve these objectives.

The personnel point of view as it relates to the administration of extracurricular activities is described as a philosophy of extracurricular activities which puts emphasis upon a wholesome, salutary activity program for each student and the organization of institutional services to achieve such emphasis. The implications in this statement appear to be: (*a*) The institution should recognize as important a wholesome, salutary activity program for each of its students. (*b*) The institution should assume a responsibility for helping a student achieve a wholesome, salutary extracurricular activity program—one that will contribute to his all-round development. (*c*) The institution should be concerned with every student as an individual. (*d*) The institution should take positive, aggressive action toward achieving these points of emphasis. (*e*) The personnel staff and activity directors and leaders must all work together in an effort to achieve these points of emphasis.

The personnel point of view is presented as being the antithesis of the "regulatory point of view," a point of view characterized by an institutional interest in extracurricular activities and stu-

dent participation in them which is limited almost exclusively to regulation for the purpose of restraining activities from encroaching upon curricular affairs and of protecting the institution from embarrassment. In presenting both the personnel point of view and the regulatory point of view it is recognized that neither probably exists in pure form in any institution, and that what may be expected to be found is that the administrative policies and practices in an institution represent both of these points of view to a greater or less extent. Since these points of view have been regarded as being antithetical, it has been assumed that as one is represented to a greater extent the other is represented to a correspondingly less extent. Although this thinking is probably an oversimplification of the actual situation, it has served a useful purpose in this study.

Criteria for appraising the administration of extracurricular activities in colleges and universities from the personnel point of view. The frame of reference for appraising the administration of extracurricular activities in the nine universities is found in the list of six criteria which pertain to institutional provisions for administering extracurricular activities. It is not assumed that all the possible expressions of the personnel point of view are accounted for in these six criteria. These criteria have been chosen because they seem to be significant and, what is important, usable. They should be looked upon as representing basic, general aspects of the institutional program and not administrative details.

Criterion 1—Are there provisions for dealing systematically with all students on an individual basis with reference to their programs of extracurricular activities? The nature and scope of these provisions have not been defined, but the criterion is interpreted to imply more than the general provisions for advising with students commonly associated with the work of the dean of students (dean of men, dean of women, or whatever the title may be). The criterion implies a constructive approach to student problems arising in the area of extracurricular activities and as extensive provisions to deal with these problems as is consistent with the available resources of the institution. Some sort of provisions should be made to contact all students to the extent of identifying all those who need help; provisions for more extensive dealings may be limited to working with those students who are found to need help in establishing a wholesome, salutary extracurricular activity program.

Criterion 2—Are there provisions for guiding and assisting students in developing and maintaining a wholesome, salutary extracurricular activity program? This criterion is interpreted to refer to provisions for counseling with students, in particular a type of counseling which involves a careful study of the individual and his problems by means of those diagnostic procedures and techniques which are available and, where necessary, a remedial program designed to help the student develop and maintain a wholesome, salutary program of extracurricular activities.

Criterion 3—Are there provisions for supplying the personnel staff with adequate, up-to-date information about the extracurricular activities which have been established on the campus? This criterion refers to data useful for counseling purposes; they include the aims and objectives of the various activity groups, the nature and scope of their program, the nature and quality of leadership, the type of students who are members of the groups, the names of the directors or sponsors and student leaders, the time and place of meetings, the cost and qualifications of membership, and the like.

Criterion 4—Are there provisions for recurrently reviewing, evaluating, and where desirable effecting changes in the various extracurricular activities which exist on the campus? This criterion is concerned with provisions for a continuous, constructive concern with extracurricular activities in order to ascertain whether these activities adequately satisfy student needs and interests and whether there is needless duplication of efforts or undesirable conflict in purposes of activity groups. The criterion is not interpreted to imply a rigid control over activities but an intelligent guidance of these activities by institutional officers.

Criterion 5—Do established relationships make it possible for the personnel staff to work directly with and expect the full coöperation of all activity directors and leaders? This criterion is interpreted to mean that there should be some definite, "official" relationships between the personnel staff (those individuals involved in the administration of extracurricular activities as well as those doing counseling with reference to these activities) and the activity directors and leaders (professional directors, such as the Y.M.C.A. and Y.W.C.A. directors, as well as faculty sponsors and student leaders). Two possible relationships are that the personnel staff and the activity directors and leaders are coördinately responsible to a general director of extracurricular activities or

that the activity directors and leaders are responsible to the personnel staff. The criterion is also interpreted to mean that there are provisions for encouraging coöperation between the activity directors and leaders themselves.

Criterion 6—Are the personnel services which are concerned with extracurricular activities coördinated with other personnel services? This criterion is not concerned with the nature of the provisions for coördinating these personnel services but whether the personnel staff interested in extracurricular activities work with and work for the other personnel officers. Some possibilities of relationships are that each of the personnel services in the university are under the general direction of a central personnel director, or that each agency is a more or less autonomous unit but working with the other units through a committee or coördinating officer.

Summary of the appraisal and general conclusions. In contrasting the regulatory and the personnel points of view as they relate to the administration of extracurricular activities the assumption was made that each institution included in this study was concerned to some extent with the regulation of extracurricular activities; this assumption has been validated by the study. In making the appraisal the regulatory point of view has been accepted as the "basic" point of view, and the appraisal has been made in terms of the personnel point of view. That is, in the course of the investigation attention was given to the institutional services which were believed to characterize the personnel point of view (those services noted in the six criteria). If these services were not found it has been concluded that the administration of extracurricular activities in that institution reflects the regulatory point of view; if the services were found to a greater or less extent, it has been concluded that the administration reflects the personnel point of view to a greater or less extent. An appraisal for each institution was made as well as an appraisal for the universities as a group; the appraisal that is presented here is for the nine institutions as a group.

Criterion 1. In each of the nine institutions, some provision has been made for dealing with students with reference to their programs of extracurricular activities; no institution, however, has attempted in any systematic way to deal specifically with each student with reference to his program of extracurricular activities. The responsibility of dealing with students in these

matters, is, in every case, one of the functions of the dean of men and dean of women. The dean of men typically gives only a small proportion of his time to these matters. The dean of women, on the other hand, has in almost all cases given some attention to dealing specifically with individual students with reference to their programs of extracurricular activities. Ordinarily, this service is worked out as a project of the women's self-governing organization, often as a part of the orientation program for new students on the campus. What appeared to be the most ambitious of these programs was found at Michigan where the Social Director for Women, a staff member in the dean of women's office, had worked out a plan for dealing with all women students with reference to their extracurricular activities at least once a year; at the time the writer was on the Michigan campus, however, the details of the plan had not been fully worked out.

In other institutions, other agencies sometimes perform this function. On the campuses where there are university-operated dormitories, provision is often made for giving attention to the residents' extracurricular activities, particularly of the social type. In several universities, "activities bureaus" have been organized, one of the functions of which is to relate students to the campus extracurricular program. The most successful of these is probably at Wisconsin, where the bureau is an aspect of the Union program. At Ohio State, the junior dean and his assistants in the College of Education have developed a program in which every freshman in the college is involved.

Individual student-participation records are kept in many of the institutions, but in only a few instances do they appear to be kept for dealing more effectively with the student. In most cases, the data are collected to facilitate making appointments to student offices and committee positions, or as a matter of permanent record.

In conclusion, it appears that although existing provisions give evidence that the principle involved in this criterion is accepted by at least some of the administrative officials in the institutions studied, it must be admitted that the efforts in this direction on the part of most staff members connected with the administration of extracurricular activities have been limited. There is no university in this group which attempts to identify on a university-wide basis students who need attention with reference to their extracurricular activity programs.

Criterion 2. Criterion 1 referred to the extent of the provisions for dealing with students on an individual basis with reference to their programs of extracurricular activities. Criterion 2 is concerned with the nature of provisions for advising and counseling with students for the purpose of helping them develop and maintain a wholesome, salutary extracurricular activity program. Some provisions for such counseling are found in each of the universities studied. The writer was particularly impressed with what is being done in the College of Education at Ohio State University, where there has been developed an orientation course covering a full quarter in which specific attention is given to the student's extracurricular affairs. At Northwestern there are provided organizational and personal counselors for dealing with students in these matters. The activities bureau at Wisconsin has a number of counselors—mostly advanced students—who have been given special training for this purpose. Programs for advising with freshman girls have been developed at Michigan and Indiana. Some counseling is done by members of the activities bureau at Purdue, and at Iowa, dormitory resident advisers are supposed to advise with students with reference to their extracurricular activities. In addition to counseling with reference to extracurricular activities, all the institutions have made provisions for counseling students in matters other than extracurricular activities; during the course of this counseling it may be expected that some attention may be given to the student's extracurricular program; these facilities, however, cannot be accepted as satisfying this criterion.

Two significant limitations with reference to the counseling in matters of extracurricular activities should be noted. In many cases it appeared that the student was not really being counseled, but was being given general advice, typically a suggestion to get into some activity group or possibly a referral to some activity director or leader. This is probably particularly true where student counselors were used who had been only superficially trained in this work. The second limitation relates to the availability of these services. Except in the case of freshman women and dormitory residents in some universities, the attempts to guide and direct students were for the most part limited to those students who sought out the help that was offered. There is reason to believe that many of the students who needed the counseling service most were not receiving it.

In conclusion, it was found that in some of the institutions excellent provisions for counseling some students in matters of extracurricular activities have been made; in other institutions, the facilities are limited. Hence, when the criterion is applied with reference to the student body as a whole in any of these nine universities, it appears that the provisions which have been made for helping students develop and maintain wholesome, salutary programs of extracurricular activities are, in general, inadequate.

Criterion 3. In some place in each university there is to be found a list of extracurricular organizations and activity groups —a list, however, which is not always complete and often not up to date. Usually this list is kept in the files of the dean of men's office, or the secretary of the faculty committee in charge of activities in general. Along with this list there is usually a file of constitutions and statements of purposes, again sometimes incomplete and often very much out of date, a list of officers, and occasionally the name of the faculty sponsor or sponsors. Although this information is accessible it apparently is seldom utilized by anyone not connected with the office in which the files are kept. Moreover, the information is seldom kept in a compact form which makes it useful for counseling purposes.

That information can be made readily available is shown by the experiences at Purdue and Ohio State universities. The activities bureau at Purdue has made it a point to collect for each extracurricular organization and activity group such information as the aims and purposes of the organization, the faculty sponsors, the incumbent officers, the committee heads, the eligibility requirements for membership or participation, and the time and place of meetings. This information is supposedly kept up to date, and it is published at the beginning of each school year as part of the University Handbook. A somewhat similar collection of information about activities in which women may participate is made and published by the Dormitory Assembly of the Women's Self-Government Association at Ohio State.

In some of the institutions the rules and regulations governing the conduct of activities and student participation in them is published and widely distributed, the most elaborate and detailed of which appears to be the *Code on Student Affairs* at the University of Illinois. Some of this information would be useful for counseling purposes.

In conclusion, it appears that in most institutions the information about extracurricular activities and participation in them that is available is of limited value for counseling purposes.

Criterion 4. Generally speaking, it cannot be said that these institutions lack provisions for reviewing, evaluating, and effecting changes in extracurricular activities. These powers have been vested in certain staff members, boards of control, supervisory committees, and even student councils or governing boards. But in spite of these provisions, it appears to be uncommon for an institution to exercise its prerogatives except when situations embarrassing to the institution have developed. In no case has any of these universities developed in an extensive program a comprehensive and systematic plan of evaluation for the express purpose of promoting a unified, well-rounded program of extracurricular activities.

Criterion 5. Some difficulty was experienced in applying this criterion because of the need for identifying a somewhat intangible factor—the nature of relationships. Attention was given to the extent to which the administrative structure was centralized in the belief that centralization is, to a limited degree, an index of the coördination of efforts within the structure; it is recognized, of course, that such an index does not represent the actual degree to which coöperation has been attained. The extent of centralization varied widely for the several institutions in this group. The only certain evidence that full coöperation was not attained was found at Illinois which has had a very highly decentralized administrative system during the past few years. Generally speaking, administrative officers are reluctant to admit a lack of coöperation.

There were, however, certain situations which impressed themselves upon the investigator as fostering coöperation—sometimes as a matter of expediency, at other times seemingly enthusiastically. At Indiana University offices and positions in all major activity groups are appointive rather than elective. It stands to reason that only those students who have shown a definite willingness to coöperate with administrative staff members will be appointed to these offices. A similar situation exists at Iowa. At Wisconsin, the Union exerts such a tremendous influence in the area of student extracurricular activities that most activity directors and leaders are drawn into its program by centripetal force. The momentum of the program is apparently sufficient to

secure coöperation; at least the enthusiasm is contagious. At Northwestern, the institution has taken a very definite first step in securing student coöperation by providing for four staff members who give their full time to working directly with students and their extracurricular affairs—the organization counselor for men, the organization counselor for women, the calendar secretary, and the executive secretary of the Student Governing Board. It is the responsibility of these staff members to help students, both as individuals and as groups, in the conduct of their extracurricular affairs.

In conclusion, it appears that with one exception the institutions in the study, on the surface at least, have secured a modicum of coöperation. There seemed to be some evidence that there is a positive relationship between the amount of coöperation and the degree of centralization of the administrative organization.

Criterion 6. The policies and practices of coördinating the various personnel services in the nine universities vary widely from practically no efforts at all in the direction of coördination to an almost completely coördinated program Attempts toward coördination stood out in the cases of three universities. At Minnesota, a coördinator of personnel services has been provided for who gives his full time to promoting the idea of coördination among the various personnel agencies, and in addition there is a University Personnel Council and an Advisory Committee whose function is to encourage coördination. The coördinator and these two groups, however, have only advisory powers. At the University of Wisconsin, a Voluntary Personnel Council, originally called by the dean of men, has been giving considerable attention to the problems of coördination among the represented agencies. The most thoroughly coördinated system of personnel services is probably that at Northwestern, where all the personnel services are represented in the Board of Personnel Administration.

Concluding statement. Although appraisals have been made for each institution as well as for the universities as a group, no attempt has been made to compare the different institutions. The method of appraisal was not refined enough to warrant a ranking of the schools. The study shows that all institutions have made some of the provisions noted in the criteria; on the other hand no institution had approached the complete application of the personnel point of view as presented by the six criteria. One or two of the institutions do stand out, however.

Of all the universities, Northwestern impressed the writer as having done most in the administration of extracurricular activities which might be interpreted to reflect the personnel point of view. This does not mean that the administrative program would be rated higher on each of the criteria than that of any other institution; in the case of Criterion 1, Northwestern could not have been given a very high rating. The enthusiasm of the personnel staff, their aggressiveness, their willingness to try something which seemed to be better—all this appeared to express the personnel point of view in a way that was not found in many of the other institutions. Close behind Northwestern the writer would rate the University of Wisconsin. At this institution, too, there seemed to be an enthusiasm, agressiveness, and purposeful, constructive approach which characterized the personnel point of view. At Wisconsin, the Union directors and leaders and the Union program are unquestionably largely responsible for this attitude toward the administration of extracurricular activities, but many of the staff members involved in the administration of extracurricular activities have shown an active interest in this point of view.

The other universities, however, seem to fall far behind, none of them being outstanding, as far as the whole administrative program is concerned, from the personnel point of view. In these institutions, to be sure, provisions have been made which definitely reflect the personnel point of view as it is presented in the six criteria, but in such cases these provisions are "spotty." It appears that, in general, it is not the "institution" but a few scattered individuals who are attempting to express the personnel point of view with reference to the administration of extracurricular activities.

A suggested organization of the administration of extracurricular activities. Throughout the course of the study the writer has been interested in the type of administrative organization which seems to be the most likely to expedite the application of the personnel point of view in the area of extracurricular activities; that is, the type of organization by means of which the institutional provisions mentioned in the six criteria can probably best be made. On the basis of the support which is given by the literature in this area, and on the basis of the writer's experiences with this study, a plan of organization is proposed which is characterized by a rather high degree of centralization. The application of the personnal point of view requires the coördinated

efforts of a great many staff members and activity directors and leaders, and the writer believes that a centralized administration is important in coördinating these efforts.

With reference to the general organization of personnel services, it is proposed that there be a "vice-president in charge of personnel work" who would be directly responsible to the president of the university for all institutional services other than in the academic and business fields. Under this vice-president there would be a number of directors of various personnel services who as a group, and with representatives from the academic and business fields, would comprise the policy-making body for all student personnel work. As individuals they would be in charge of particular personnel services. One of these directors would be in charge of extracurricular activities.

With reference to the administration of extracurricular activities, it is proposed that the "director in charge of extracurricular activities" be responsible for all student affairs in this area. The responsibility of this director is interpreted to include the promotion of activities, their administration, their supervision, and all dealings with students with reference to their participation in activities. The directorship would by no means be considered an autocratic position, and it is expected that there would be a committee of faculty members and students who would act in an advisory position. The work of this director would be concerned primarily with giving guidance and direction to the institutional extracurricular program; it is probable, in a large institution at least, that he would be only incidentally concerned with the routine duties of supervision and administration. But under him and responsible to him would be a variety of staff members, activity directors, boards, and committees, who would do the actual work of promoting, supervising, and administering specific activities, and of dealing with students individually and in groups with reference to extracurricular affairs.

Several other aspects of the administrative program may also be noted. It is important that students and faculty members in general participate in the administration of extracurricular affairs, and hence there should be provisions for student and faculty representation on committees and boards of control. There is also a need for some sort of provision for training activity directors and leaders (faculty and students) in the techniques of achieving a well-rounded institutional extracurricular program. Finally, at-

tention is called to the importance of developing and maintaining a research program with reference to student extracurricular affairs.

In presenting this plan of organization it is not assumed that the successful application of the personnel point of view depends upon any one administrative setup. It is probable that personnel work can be carried on—in some cases not so well, perhaps—with almost any kind of administrative structure. It is believed, however, that the administration of extracurricular activities is likely to be more successful, from the personnel point of view, if the several aspects that have been noted are provided for.

VITA

Arlyn Marks was born October 15, 1911, son of Mr. and Mrs. Charles W. Marks, in Edwardsville, Illinois. He attended the Edwardsville and White Hall public schools and the Edwardsville High School from which he was graduated in 1928. He then attended Illinois College in Jacksonville, Illinois, 1930 to 1934, receiving an A.B. degree. He was a student in the Graduate School of Education of Harvard University in 1934-35, and has attended the University of Illinois since September, 1936. He received an A.M. degree in Education from this institution in 1937. The next year, 1938, he took his Ed.M. degree at Harvard University by examination *in absentia*. He is a member of Phi Beta Kappa and Phi Delta Kappa.

He was employed in the Bureau of Institutional Research at the University of Illinois on a special research project from April to September, 1936. In September, 1937, he was appointed Research Assistant in the Bureau of Educational Research at the University of Illinois. During the past three years he has been assisting Professor Walter S. Monroe in the editorial work of the *Encyclopedia of Educational Research*, of which Professor Monroe is Editor.

He has collaborated with Professor Monroe in the writing of the following articles:

"General Methods of Teaching." *Educational Administration and Supervision* 24: 497-512; October 1938.

"General Methods of Teaching Evaluated: Results of Research." *Educational Administration and Supervision* 24: 581-593; November 1938.

"Doctors in Education." *Journal of Higher Education* 10: 191-194, 232; April 1939.